

# CHAPTER ONE

## INTRODUCTION

This is a study entitled **Motivational Techniques Used to Teach English for Differently Abled Learners**. This chapter consists of the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms.

### 1.1 Background of the Study

Language teaching is the teaching of language aspects and skills of language. To develop the linguistic competence and performance it is necessary to learn language. Almost all the countries have adopted and given priority to English language in their education, trade, technology, entertainment, and other aspects of social life. The importance, popularity, and attraction of the English language is widening day by day. There is not any doubt that English is only the language that is accepted for international trade, business, international territory, diplomatic relationship, many more. Different scholars have expressed varieties of thoughts towards English showing its importance.

The word motivation was brought from English word motive which was derived from ancient Latin word mover'. It means it makes a person do something (Morgan, 1978). There are so many words in English vocabulary which refers to motivation; such words are wants, striving, desire, need, motive, goal, aspiration, drive, wish, aim, ambition, hunger, thrusting, love, revenge, to name a few. Especially, motivation refers to the internal drive that encourages somebody to perform action in particular situation. Harmer (1991, p. 83) writes, "At most basic level, motivation is some kind of internal derive which pushes someone to do something in order to achieve something." It is the most important factor for successful learning and teaching. Simply, motivation deals with the why of behaviors. If the learners are motivated directly or indirectly they can chive the goal of learning easily. The learners or

students can be motivated with the awareness of two types of goals. They are short and long term goals. For examples if the learners are motivated with the attraction of the better or prestigious job in future, they are easy to teach; here the prestigious job is the example of the long term goal. Similarly, the language learners are motivated with the desire to be able to communicate with the members of target language community, is a long term goal. If the learners learn language to pass examination, then it is a short term goal. Differently abled children are abnormal children who are difficult to teach language. In this regard Picard (2014) states that student of all abilities and background want classrooms that are inclusive and convey respect for those students with disabilities, the classroom setting may present certain challenges that need accommodation and consideration.

## **1.2 Statement of the Problem**

Teaching can be taken as a way of exploring the ideas and knowledge to facilitate the learners. While teaching English, it is necessary to develop quality and efficiency in the sector of ELT. The teachers need to be responsible to spread the fruitful and skillful of the English language to the students before they start the lesson. Without motivating the students the teaching learning cannot be fruitful and effective. To enhance the knowledge of students the teacher must have adequate knowledge about motivational techniques.

Motivational techniques are such means which develop the professionalism of teachers.

Motivational techniques facilitate the teachers to accomplish their objectives. It is said that if the students don't learn, the teacher has not taught. In fact, teachers must be conscious about the interest, attitude, and the capacity of the students to create motivation inside the classroom. Without knowing the interest and capacity of the learners, the teacher will not be able to motivate the students for learning. Differently abled learners have equal right to learn as normal learners but they cannot achieve as normal. In this situation, teacher must use appropriate motivational techniques to arouse interest of differently

abled learners. That's why this study has prime concern with how to motivate differently abled learners as normal one.

Many researches have been conducted regarding motivation and motivational techniques but rarely found the research on motivational techniques for differently abled Learners. This research will explore what kinds of motivational techniques are used to teach English for differently abled learners.

### **1.3 Objectives of the Study**

The overall objectives of this study were as follows:

- a) To explore the motivational techniques used to teach English for differently abled learners
- b) To find out challenges faced by the teachers while creating motivation in ELT classroom for differently abled learners
- c) To suggest some pedagogical implications to enhance teaching learning process

### **1.4 Research Questions**

The followings were the research questions of the study:

- a) What are the different motivational techniques in ELT classroom for differently abled learners?
- b) What challenges do the teachers face while creating motivation in the ELT classroom?

### **1.5 Significance of the Study**

This study mainly concerns with the teachers' practice of motivational techniques in the ELT classroom. Different researches have been carried out but no research has been carried out on the topics 'Motivational Techniques Used to Teach English for Differently abled learners in the Department of English Education yet. This study will be beneficial for all those who are

interested in teaching and learning the English language and particularly English language teachers, teacher trainers, and person who are interested in carrying out research on different aspects of motivation. They will be informed that how to motivate the differently abled learners. This study will also be useful for curriculum planner and text book designers to select appropriate motivational techniques for teaching in the curriculum and text books. This study will be helpful for those who are directly or indirectly involved in teaching primary, lower secondary and secondary level for differently abled students. This study may give the alternative techniques to make teaching learning more effective and fruitful. Finally, this study might be base for further study who wants to explore more ideas regarding differently abled learners.

### **1.6 Delimitations of the Study**

There are some limitations which had helped to specify the study. It would not be possible to study the present research if there were not certain limitations. It would not measure the actual problems without the limitations. So, this study had following delimitations.

- ) The study was limited to three schools of Kathmandu Valley where differently abled students [handicapped or disabled] were taught.
- ) The study was limited to ten English teachers teaching in primary, lower secondary, and secondary levels were as sample.
- ) The study was limited to Survey design.
- ) The study was limited to dairy notes and questionnaires were the research tools.

## **1.7 Operational Definitions of the Key Terms**

Some key terms were defined as follows that helps reader to understand the study.

**Motivational techniques** – in this study, the term has been used to refer to the activities used by teachers to draw differently abled learners' attention to teach English.

**Differently abled Learners** - disabled or handicapped learners that emphasizes disabilities quite capable of accomplishing a particular task or performing a particular function in a manner that is different from the learners without disability.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This chapter includes review of all the related theoretical and empirical literatures, their implications on the study and conceptual framework of the whole study.

#### **2.1 Review of Related Theoretical Literature**

This section includes English language teaching in Nepal, introduction of motivation, motivation and language learning, motivational techniques used in language classroom, differently abled learners, and challenges to motivate differently abled learners, techniques to motivate differently abled learners and its importance and role in language learning.

##### **2.1.1 English Language Teaching in Nepal**

Teaching can be taken as a way of exploring the ideas and knowledge to facilitate the learners while learning and learning environment can be taken as a process of acquiring or receiving knowledge and skills by experience or instruction of a subject. The purpose of teaching English is 'to develop communicative competence in the learners and enabled them to communicate in the English language. English is taught in Nepal as a foreign /second language. It is mainly taken as a school subject and only few people use the English language in Nepal traces back to 17<sup>th</sup> century. When king Pratap Malla ruled Kathmandu however it was used with very limited purpose (Awasthi, 1979 as cited in Sapkota, 2014 ). Likewise, king Prithivi Narayan Shah, used English on spying missionaries on supplying information to East India Company as a business enterprise. This shows that the use of English began centuries back for business purpose. Basically, after visit to Britain, prime minister Jung Bahadur Rana interested in the English education system under

Darbar school at Thapathali. Chandra Shumsher adopted English language for higher education and opened Tribhuvan Chandra College in 1918 AD (Khaniya, 2007). The oldest Nepali university, Tribhuvan University, established a century later 1959 AD and after in different times intervals nine others universities are in existence now. Under National Education System Plan (NESP, 1971) institute of education TU started B. Ed. program as a form of English teaching (Awasthi, 2009 as cited in Sapkota, 2014).

At present context English functions as a foreign language in Nepal. The development of English language is for the purpose of international communication. In Nepal, the English language is taught as compulsory subject from Grade 1 National Curriculum Framework (NCF 2063) to Bachelor 1<sup>st</sup> year. From PCL to Masters Level, English is taught as major subject in the Faculty of Education, Humanities and Social Sciences. In the present the person without the knowledge of the English language is regarded as illiterate because most of the books, articles, magazines, dissertations, science and technologies are developed in English. Therefore, English language teaching needs to be more effective and efficient in the present world. In the context of Nepal there seem many problems in the development of the ELT. It is most important to improve the English language teaching method and situation. The government and stakeholders must be conscious about the development of the ELT in Nepal. They should explore the advance policy and implement for the improvement and development of the ELT in Nepal (Awasthi, 2009 as cited in Sapkota, 2014).

### **2.1.2 Motivation: An Introduction**

The term motivation is derived from Latin word 'mover' which means to move that is why motivation makes a person to do something. Motivation can be defined as an inner state of need or desire that activates an individual to do something that will satisfy that need or desire. Motivation is one of the significant elements of teaching learning, activities. It helps to arouse the

interest towards learning in students/learners. Motivation or more specifically human motivation can be defined as an inner state of need or desire that activates an individual to do something that will satisfy that need or desire (Kost, 2003, p. 26). Motivation refers to a desire or need internal to the individual, thus it is not possible for others to actually motivate an individual but others must manipulate environmental variables that may result in an increase or decrease of motivation.

Kelley (1946 as cited in Mahara, 2015) views motivation is the central factor in effective management of the process of learning. Some types of motivation must be present in all learning. To motivate the learners towards learning, different kinds of motivation have been suggested. In discussion of motivation an accepted distinction is made between extrinsic and intrinsic motivation, that is motivation which comes from 'outside' and from 'inside'. Extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel. Intrinsic motivation, by contrast, comes from within the individual. Thus, a person might be motivated by the enjoyment of the learning process itself or by desire to make themselves feel better. Most researchers and methodologists have come to the view that intrinsic motivation produces better results than its extrinsic counterpart.

According to Gardner and Lambert (1972), there are two kinds of motivational techniques integrative and instrumental. Integrative motivation refers to the desire to identify with and integrate into the target language culture. On the other hand, instrumental motivation is the wish to learn the language for purpose of study or career promotion. In some of the early research conducted by Gardner and Lambert integrative motivation was viewed as being as or more important in a formal learning environment than instrumental motivation (ibid). In later studies integrative motivation has continued to be emphasized, although now the importance of instrumental motivation is also stressed. However, it is important that instrumental motivation has only been

acknowledged as a significant factor in some research, whereas integrative motivation is continually linked to successful second language acquisition. Those who do support an integrative approach to language study are usually more highly motivated and overall more successful in language learning.

Basically, motivation has been classified into two different types: integrative motivation and instrumental motivation. Both integrative and instrumental motivations are essential elements for the teacher in the English language teaching. Comparatively integrative motivation has been found to sustain long term success when learning a second language (Ellis, 1987). Thus, motivation is regarded as an element which energizes or initiates the learner to act or behave in a particular way or manner for attaining particular goal or purpose. It arouses the interest and positive attitude in the learners towards learning language. It is viewed as a key factor in the ELT. It is a non-language factor that is basically concerned with the psychological aspect of the learners. It is the psychological quality that leads the learners to achieve a goal.

### **2.1.3 Motivation and Language Learning**

Motivation is one of the psychological terms often used in ELT methodology. It is an important element in the field of teaching learning process. It is extremely valuable and necessary ingredient for teaching and learning language. Language is one of the fundamental parts of human behavior and a person's behavior is governed by certain needs and interest which influence how he actually performs. Therefore, motivation is directly connected with language learning and it is taken as a key ingredient in language learning process. In order to fulfill the objectives, the teachers and instructors have to use specific motivational techniques to make the teaching learning process more effective and fruitful. The teacher or instructor need to understand the learners' interest and nature so that he / she can use appropriate motivational techniques. Teachers or instructors can take benefit by using various motivational techniques in language classroom. Without making the students

ready to learn the teachers or instructors cannot accomplish the objectives. So, teachers need to make the students ready for language learning.

Hudson (2000) asserts that motivation has two important roles in second language learning process; it firstly arouses learners' interest and secondly helps learners to keep their enthusiasm. Actually, other elements assume of second language learning are all affected by motivation in different levels. The theories of motivation simply explain the basic question of why human behave in a way, and why people do things. From different psychological perspective, whatever people do there are reasons and these reasons represent the motivation theories. So it is lots of motivation theories which cause confusion, rather than psychology. Moreover, motivation to learn a second language is complex and may differ for some reasons but mostly be the same due to the diversified nature and characteristics of the language itself.

Language learning usually takes place in classroom environment thus motivation has to be involved in this environment for effective and fruitful learning. It is accepted for most fields of learning that motivation is essential to success. Without such motivation we will almost certainly fail to make the necessary effort in language teaching and learning.

#### **2.1.4 Motivational Techniques Used in Language Classroom**

While teaching language in the classroom setting, a teacher can use various techniques to create motivation in his/her students. Different scholars have suggested different kinds of motivational techniques.

Ur (1996) has talked about motivational techniques from the teachers' perspective.

- ) Stage 1: Recall-This technique is used in language teaching or learning classroom. We should think or recall our previous learning which facilitates the present learning.

- ) Stage 2: Writing-Writing is another technique for motivating students. We should write down possibly in note form, as complete a description as we can of how this teacher functioned, within the classroom and outside it.
- ) Stage 3: Reflection-Reading through what we have written, consider:
  - i. How much the teacher put into motivating us to learn, whether deliberately or not and,
  - ii. How far our positive assessment of this teacher based on the way he/she managed to motivate students.

According to Bhandari, (2007, pp. 64-83), following are the ways used to create motivation in language classrooms:

1. Using pictures
2. Using language games
3. Using songs and rhymes
4. Using visual aids
5. Using student-centered approach and techniques:
  - a. Elicitation
  - b. Field visit
  - c. Dramatization
  - d. Strip story
  - e. Project work
  - f. Memory game
  - g. Recall game
  - h. Telling jokes

Thus, various scholars have suggested various techniques to create motivation in language classroom. The teacher can use many ways of creating motivation in language classroom. The ways used to create motivation may differ from one teacher to another. It also depends upon the academic qualification and

experience of the teachers. Techniques used for creating motivation also depend upon the interest and mood of the students. All the students inside the classroom do not prefer the same ways of creating motivation. So that the teachers need to be conscious about the whole class and use the techniques which are suitable for all the students in the classroom. In most of the language classes use of these aforementioned techniques may be helpful for effective learning but some of these techniques may be hard to apply due to the various reasons like; lack of teaching materials, lack of skillful teacher, geographical condition, etc. These techniques should be used in the language classroom for high student motivation after then only effective language learning will be possible.

### **2.1.5 Differently Abled Learners**

Differently abled learners refers to the disabled or handicapped learners. It emphasizes the learners with disabilities are quite capable of accomplishing a particular function only in a manner that is different or takes more times than that of people without disability. Differently abled is euphemistic term for someone who might formally have been classed as disabled, handicapped, challenged or using special needs. It can apply to learner with predominantly physically or mentally challenges. The description is thought to be more politically correct in some circles because it recognizes that even if people have mental and physical impairments, they still have abilities contrary to the picture painted with the term disabled or handicapped. The term handicapped or disabled was coined by the US democracy National Committee in the early 1980s or early 1990s. This was generated during a time when many people were attempting to contribute and create much more correct language. Initial use of this term is typically to US democracy, politicians, who were looking for some way to address the issues of people with mental or physical challenges without stigmatizing to this group. Nat (2015) points in his article, persons with disabilities compromises at least Teaching is in itself a very complex and challenging job for teachers. However, in context of differently abled students

it is more complex and challenging. According to PL 105-17, the individuals with Disabilities Education Act (EDLAW, 1997), the term “specific learning disability” means those learners who have a disorder in one or more of the basic psychological processes involved in understanding or using language spoken or written with disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculation. This regulation also states that a student’s has a specific learning disabilities if : the student does not achieve at the proper age and ability levels in one or more several specific areas when provided appropriate learning experiences or if the students has a serve discrepancy between achievement and intellectual ability in one or more of these seven areas: oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematics calculation, and mathematic reasoning. According to Gupta (2003 as cited in Lamichhane, 2008), every person alive is differently abled. How to differentiate, each body, abled or disabledd is differently abled. The idea is, a lot of disabled rights but more of social construct. Because how do we decide what is a normal body? Which body is abled body? It is mainly the societal failure that disabled people. Like not creating ramps or not bringing sign language to daily use. So, like our gender or sexual expression when you use the terms male/female or straight or gay why not disabled.

### **2.1.6 Challenges to Motivate Differently Abled Learners**

Motivation is highly required in the language learning although it is complex matter. To motivate the students, teacher must understand the psychology of the students. Students’ behaviors should be addressed in the teaching learning process to motivate the students. Differently abled learners have more needs, desires and interests rather than the normal students. In this regard it is more challenging job to motivate the students. Lawrence & Edge (1997 pp, 3-6) points out some of the problems of learning disabilities. They have been given in the next page.

a. Early Discouragement

One of the main problems with motivating students with learning disabilities is that in order to meet the criteria mandated by this law, students have to demonstrate a significant gap or discrepancy between IQ and achievement. One serious problem is that a child with learning disability may develop a pessimistic attitude about learning.

b. Maladaptive Behaviors

The second serious problems that a student may develop during this period are maladaptive behaviors. Maladaptive behaviors can be described as a way that the child seeks to cope with academic failures. They might take the form of disruptive, off task, avoidance behaviors.

c. Learned Helplessness

An even more difficult problem to resolve is the development of learned helplessness. 'Learners with learning disabilities may become , learned helplessness, learned through continual exposure to academic failures. In addition to learned helplessness, they might also become withdraw, unwilling to approach new tasks and task persistence.

d. Braking the Negative Cycle

Unfortunately, when a child is diagnosed with a learning disability, the shock, and denial and anger stages of parental grief is often vented towards the school system. This can hinder the identification process for the child to receive special education services.

### **2.1.7 Motivational Techniques for Differently Abled Learners**

Same motivational technique does not contextual in the all situation. It might be depend on the teacher, students, learning environment, policy and availability of resources. Similarly, Lawrence & Edge (1997; pp, 6-9) further suggests some solutions of learning disability:

#### *a. Dispelling the Learning Disability Stereotype*

Learning disability is not a synonym for lazy or dumb. Parents should seek information about specific learning disabilities at their local library or talk to the school guidance counselor, the special education teacher and others to find out exactly what specific learning disabilities is. The teacher in the regular education program should also know during this time that a student has a specific learning disabilities and know what accommodations and modifications are required to meet the child educational needs.

#### *b. Increasing Motivation Using Behavior Modification*

Most special education teachers are trained in behavioural modification techniques. The crux of their effectiveness in the resource classroom depends on the teachers' ability to manage the difficult behaviors of their students. The main principle behind the behavior management system is to decrease, maladaptive behaviors and to increase the desirable behavior through a system of rewarding desirable behaviors and ignoring or providing negative consequences for undesirable behavior.

#### *c. Increase Motivation Using Natural Resource Approach*

In this approach, learners are encouraged to learn from their natural environment and to be reinforced by their natural environment. Using this approach, the authors state the main components of this philosophy are child choice of stimulus materials which are found in the child's natural environment and the criteria for correct responses are broadened so that child is rewarded for any clear attempt at response in addition to correct

response. The consequences for correct responding are praise combined with natural reinforcers such as opportunities to play with or interact with the stimulus items. Authors' focus of the naturalistic condition is to systematically increase the child ability to respond multiple cues. The research has proven that this type of instruction will improve the child's ability to focus on multiple relevant environment cues.

### **2.1. 8 Importance of Motivation in Language Classroom for Differently Abled Learners**

When the learning of a second language takes place at home with the support of neighborhood and local schools, it seems to be learned with relatives, sometimes automatically. But when the process happens in the classroom, the school social context and the special conditions under which such learning takes place have a decisive influence. Most psychologists believe that motivation plays major role in language learning situation (Heckhausen, 1991). Motivation is one of the most influential elements in language learning. The learners' motivational level acts as an affective filter on language intake. Language learning begins when the learner feels motivated to communicate something to someone. The learner will only seek the language exposure when he/she is motivated to the target language learning. Therefore, the learners' achievement mainly depends on their motivation state. Motivation often performs two important roles in second language learning process; it firstly arouses learners' interest and secondly it is important to keep them enthusiasm. By the help of motivation the learners can hold their ability to move forward and keep learning something new. So that motivation is the most important factor that will influence students' learning achievements or performance. It has a close relationship with students' success or failure in Language learning.

### **2.1.9 Role of Motivation in Language Learning**

Motivation plays a crucial role in language learning. Gardner and Lambert (1972) indicate that those affective factors, including attitudes and motivation,

have independent and significant relationship with foreign language learning achievement. Students who are highly motivated and have positive attitudes towards the target language are more likely to do well in learning a second or a foreign language than students who are less motivated or who have negative attitudes.

Gardner and Lambert (1972) also made a clear distinction between integrative and instrumental motivations. Integrative motivation is when the learner wants to identify with the target group and instrumental motivation is when the learner wants to learn the language for utilitarian purposes. Integrative motivation is a stronger predictor of second language learning than instrumental motivation. The integrative motivation includes positive affect towards the target language and target community.

The motivation which is concerned with the factors such as physical conditions, methods and the teachers inside the classroom is known as intrinsic motivation (Harmer, 1991). Only extrinsic motivation is not adequately supportive for effective language learning so intrinsic motivation also plays a vital and determining role. People who are intrinsically motivated work on the task because they find them enjoyable. Task participation is its own reward and does not depend on implicit rewards or other external constraints. Similarly, Crooker and Schmidt (1991 as cited in Brown, 1994, p. 157) contend that by looking at motivated “in terms of choice engagement and persistence, determined by interest, relevance, expectancy and outcome the concept of motivation will have a more satisfactory connection to language learning process and language pedagogy.” Motivation is very important and strong in influencing a person’s behavior. Therefore, the aim of the organization should be built on and enhance the intrinsic motivation for students to learn effectively and at the same time, to supply some intrinsic motivation along the way for school improvement.

## **2.2 Review of Related Empirical Literature**

Several researches have been carried out in the field of the English Language Teaching. Many scholars have studied under the topic motivation. Being the researcher one should gather adequate knowledge from the previous studies which provide him/her basic framework to prepare further new research. However, all of them are not related to my present study. Therefore an attempt is made here to review the related studies to this research topic.

Gyenwali (2007) carried out a research on 'English Teacher's motivational techniques in grade five: a study of selected public school in Kathmandu. The major objectives of the study were to explore the existing techniques of teachers to create motivation in the English language classroom in the 5<sup>th</sup> grade and to identify the problems in creating better motivation in teaching English. The research tool was questionnaire and sampling procedure was purposive non random. In the study, most of the teachers were found teaching English without using the teaching materials and warm up activities in the classroom. Most of the teachers in the public schools were found trained and they did not apply their skills even if they are trained.

Singh (2008) conducted a research entitled 'Role of Motivation in the English Language Proficiency'. The purpose of this study was to find out the English language proficiency of interactively and instrumentally motivated students and to analyze the role of motivation in English language learning. He conducted his study on the bachelor first year students of education faculty as the study subjects. Purposively he selected privates' campuses and distributed questionnaire to the students. He find out that the students may have many purposes of learning English as a foreign language such as learning English for academic carrier, traveling, business transaction joining in the UN as security personnel etc. His study was restricted to explore only the reading and writing proficiency of the students, not listening and speaking skills.

Bhattarai (2009) conducted a research on "Teachers' Practice of Motivation in Teaching English". The primary purpose of this study was to find out the ways of creating motivation in the English language classroom and to identify the inherent difficulty in creating better motivation in teaching English. She selected eight schools of Rupendehi district purposively and observed the two classes of each of the sixteen English teachers in grade ten. She concluded that every teacher must know the significance of motivation and his/her role in its creation. Teacher can use illustrations from local teaching materials and keep good rapport with the students because the frequent lecture is quite demotivating and makes the learner feel bored. And finally he suggested that equal chance of participation in the class to the individual student is useful. The management of the classroom (furniture, environment, lighting, decoration) plays a vital role in learning. So that, the teacher should pay attention to it in motivating students and without consulting these things it is hard to motivate students.

Neupane (2013) carried out a research on “motivation of secondary Level Teachers towards teaching English”. The main objectives of the study were to find out whether teachers are motivated towards teaching English or not, to find out the causes of motivation or demonization for teaching English. It was a survey design and the sample of the study was selected through purposive non random sampling. Forty teachers were selected from community and private higher secondary of Kathmandu valley. A set of questionnaire was used as the tool for data collection. The finding was that most of the teachers seem to have positive attitude toward English, English language classes, scope of English language, environment.

Similarly, Mahara (2015) studied on “Motivation of Higher Secondary Level Students towards Learning English” to find out the higher secondary level learners’ motivation towards learning English. Fifty students from ten schools of Kailali district by using purposive random sampling procedure. In this survey design questionnaire was the data collection tool. He found that

majority of the learners are highly motivated intrinsically and extrinsically in English learning.

All of the above mentioned studies are related to motivation. Some of the scholars have talked about the motivation and language learning; some of them are related to the role of motivation in language learning and some are about motivational techniques used in the ELT classroom. Various scholars have talked about different aspects of motivation but there have not been any research carried out on motivational techniques used by secondary level English teachers. Thus, my research is different from others since it gives some insights on motivation used for differently abled learners.

### **2.3 Implications of the Study**

After reviewing several literatures regarding motivation, I got a lot of information about motivation and motivational techniques, its significance, ways of practicing in the ELT classroom. These studies provide me a lot of ideas about carrying out research on my selected topic which will be very much helpful for me.

The similarity between these studies and my study is that these studies are also carried on motivational techniques and a strategy assuring that motivation is very much important in the ELT classroom. These studies also show that without using motivational techniques a teacher cannot motivate the learners and without motivating learners, effective learning is not possible. Some studies are about motivational techniques in the ELT classroom and my study is also about the use of motivational techniques in the ELT classroom so that I found somehow similarities between these researches and mine.

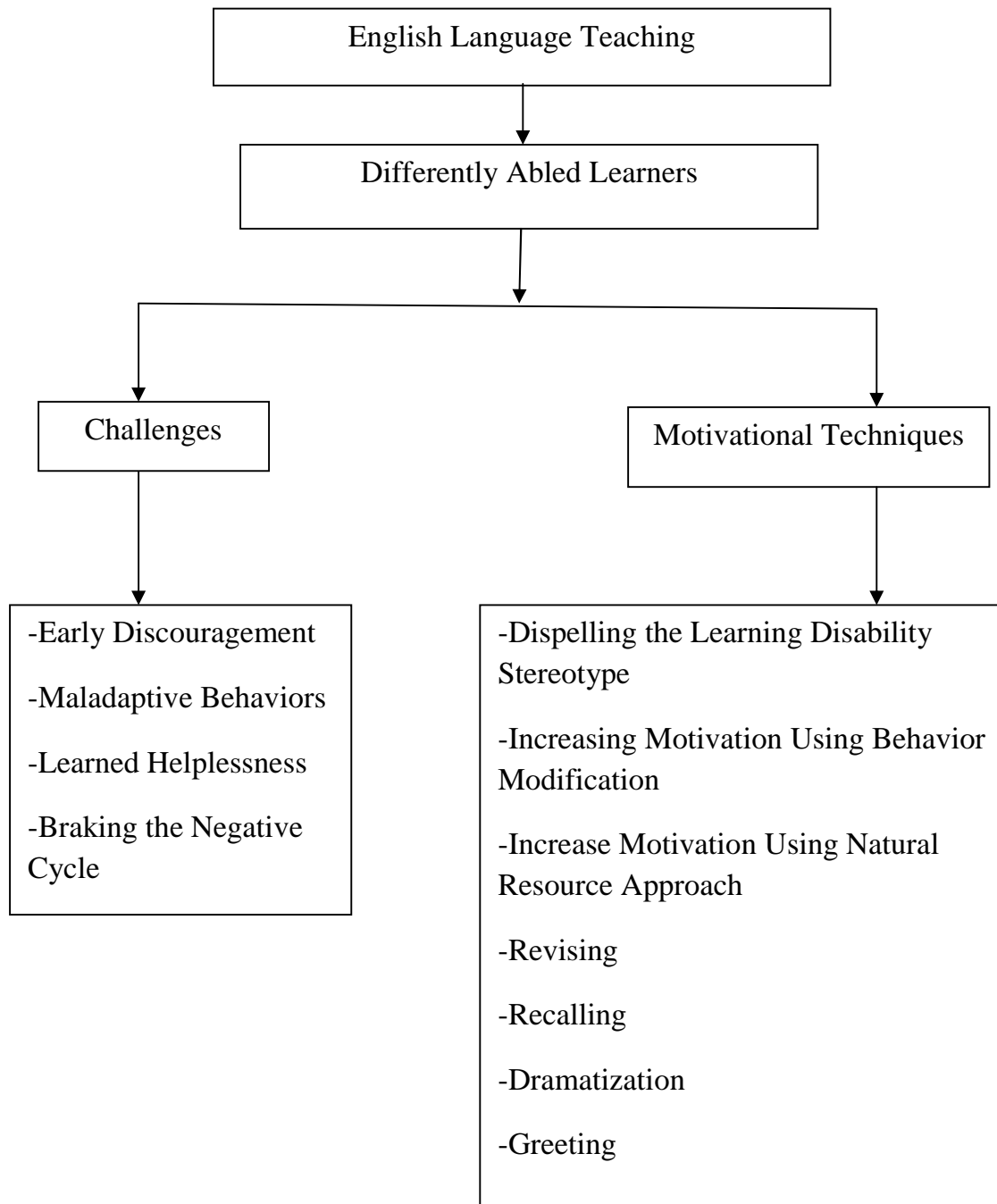
The difference is that my study entitled "Motivational Techniques Used to Teach English for differently abled learners" was conducted on secondary level English teachers of Kathmandu district to find out how they use techniques to create motivation in language classroom to motivate the students, what types of

challenges are they facing while using these motivational techniques etc. My study will be limited on the teachers of secondary level in the selected school of Kathmandu valley. There are a lot of researches carried out on motivation but motivational techniques used by secondary level English teachers from Kathmandu valley has not been done yet.

Particularly, from Singh (2008) I got the idea of methodological procedure of survey study. Similarly, from Bhattraï (2009) I learned to construct the objectives for my research. Likewise, having gone through Neupane (2013) I got benefited to construct research tools for my study. Similarly, from Gyenwali (2007), Mahara (2015) including the above I am benefited to frame the title of my study with new exploration.

## 2.4 Conceptual Framework

The conceptual framework of my study will be:



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

This chapter deals with all the methodological foundations of this study such as design of the study, population, sample and sampling strategy, sources of data, data collection procedures, data analysis procedures, and ethical considerations. This includes all the procedures that are necessary to collect data as well as to analyze them.

#### **3.1 Design of the Study**

I selected the survey research to find out the motivational techniques that are used by English teachers in real classroom setting and to suggest some pedagogical implications based on the finding of the study. Survey is a superficial study of an issue or phenomena. It is the most commonly used method of investigation in educational research. Survey research in education can be carried out either by a group of researcher or by an individual. It is mainly depends on up on the nature of the study. It is a descriptive research which gathers data at a particular point in time with the intention of describing the nature existing condition or identifying standards against which existing conditions can be compared or determined the relationships that exists between specific events. Survey research is commonly used in a large scale investigation. According to Nunan (2010, p. 140) “the main purpose of survey is to obtain a snap shot of conditions, attitudes and event at a single point of time. In other words, in survey research data is collected only at a single point of time aiming to obtain an overview of event, issues or situations”.

An educational survey involves the collection of data from the associate students, teacher and other concerns and analyzes to eliminate the problems related to education. Educational survey addresses the educational problems and generalizes its findings on the basis of representatives’ sample of a specified target population. Survey research is a kind which studies large and small population or universe by selecting and studying a sample chosen from

the population to discover relative incidents, distribution and interrelationship of social and psychological variables (Cohen et al., 2010).

As survey research usually addresses the large group of population, sampling is the most to carry out the investigation. In the context of educational research, survey research is carried out to find out the tractability, applicability, and appropriacy of certain events or phenomenon. Survey research is carried out to find out public operation on certain issues to access certain educational program. Survey research is useful to study certain trends, historical, or ongoing to discover the fact about them.

Thus, survey is one of the most important research method used in educational investigation. It is mainly carried out to find out people's attitudes, perception, opinion, and specified behavior on certain issues or situations. The finding of the survey is generalizable and applicable to the whole group. Survey is the best research design carried out to find out public operations and the behavior and attitudes of different professionals to access certain activities and study, certain trends almost at a single point of time.

According to Nunan (2010, p. 140), the following are the steps in carrying out survey research:

Step -1: define objectives

While carrying out research the objective of the research needs to be defined. If we conduct research without defining objectives it will lead us nowhere.

Therefore, defining objective is first and important step in survey research.

Step-2: identifying the target population

The researcher needs to identify the target population about whom the researcher wants to know about. The researcher cannot study about the whole problems so that first of all he needs to identify target population.

Step-3: literature review

In this stage the researcher needs to review the literatures that are related to his/her study. The researcher reads the articles, magazines, books, dissertations etc. which are related to his study and he also finds out what have other said about that issues

#### Step – 4: determine Sample

In this stage the researcher needs to decide what kind of sampling procedure that he is going to use to select the study population. The researcher will determine the subjects that are he going to survey.

#### Step- 5: Identify survey Instruments

In this phase the researcher have to decide instruments or tools that will be required to conduct the research. The researcher will identify the tools by which he is going to collect data e.g. questionnaire, interview, checklist etc

#### Step – 6: Design Survey Procedures

After preparing the tools for data collection the researchers have to decide the process or ways of data collections. It means in this phase the researcher needs to design the systematic process of data collection.

#### Step- 7: Identify analytical procedure

After collecting the data using various tools and procedures the researcher will assembled the data. The raw data themselves may not give any sense.

Therefore, after collecting data the researcher need to analyze the data using appropriate statistical and descriptive tools.

#### Step- 8; Determine the reporting procedure

Finally, after analyzing the data the researchers need to determine the reporting procedure. The researcher will prepare the report of the research and present it as final form of research.

Survey research is one of the research designs in which a large data can be collected in a short time with low cost. It is a research design in which a researcher can get a range of data in a short period of time. I will select survey research design due to time and economic constraints and wish to find out a large number of attitudes of English teachers teaching differently abled students. Furthermore, it helps us to know the attitude, opinion and information.

### **3.2 Population, Sample, and Sampling Strategy**

The population of this study was teachers of the public schools of Kathmandu teaching differently abled students. I took ten teachers from three different schools (from primary, lower secondary and secondary level) by using purposive sampling procedure.

### **3.3 Research Tools**

The major research tools for the collection of data for this study were the use of classroom observation with diary and questionnaire to the selected samples.

### **3.4 Sources of Data**

To fulfill the objectives of this study both primary and secondary data collection sources were used.

#### **a) Primary Source**

I collected data from ten English teachers for the primary sources by taking their original information. For that I used observation diary and questionnaire as the research tool.

#### **b) Secondary Source**

Similarly, for the secondary sources of data I reviewed some related literatures such as Lawrence (1997), Wang, (2009), Kost (2003), Lepper (1988) and so on.

### **3.5 Data Collection Procedures**

After preparation of the tools for data collection, I visited the schools of Kathmandu where differently abled student were studying. I selected purposively three schools ( Kendriya Bahira School Nakasal, Laboratory secondary ,Kirtipur, Susth Manansathiti Pariwar, Sinamangal and Gorakhnath Secondary, Kirtipur) and ten teachers who teaches in primary, lower secondary and secondary levels and built rapport with the concerned people. Then I got permission from authority to collect data for my study by informing purpose of

this study. Then I observed three classes of each teacher and schools environment to collect the information. Then I distributed the questionnaire to the teachers and at last I thanked to all respondents.

### **3.6 Data Analysis Procedures**

I analyzed the collected data by using simple statistical tools like percentage and interpret the result descriptively.

### **3.7 Ethical Considerations**

For the ethical consideration, first of all I provided the participant statement and inform them about my study. Then I distributed the consent form and ask the respondents to sign on that consent form by assuring that their data kept confidential in the thesis or any publications.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF DATA**

After collecting the entire questionnaire, the data were processed, analyzed and interpreted. The main focus of the study was to explore teachers' motivational techniques to teach differently abled learners at primary, lower secondary and secondary level. Teachers were provided open ended questions and close ended questions. The responses were counted and tabulated. The data were analyzed and interpreted in terms of percentage.

#### **4.1 Analysis of Data and Interpretation of Result**

The research shows that teachers use different motivational techniques to motivate differently abled learners. They motivate the learners using both teacher and student centered techniques such as group work, pair work, group discussion, presentation, storytelling, singing and dancing, language game, praising, counseling and advising. The research also showed some of the challenges. The challenges regarding with teaching materials, teachers training, infrastructure, and context based teaching, reward, individual feedback and classroom participation were analyzed and interpreted. Furthermore, in some schools different kinds of disabled learners are taught together with normal children. Those kinds of challenges were analyzed separately with sub topics as follows.

##### **4.1.1 Analysis of Data and Interpretation of Results in terms of Class Observation**

I observed three classes of each of the ten teachers. During the observation they used many techniques to motivate differently abled children. With various techniques they also faced so many challenges. This section particularly analyzed the motivational techniques and their challenges to motivate the differently abled children on the basis of their classroom observation

#### 4.1.1.1 Analysis and Interpretation Related to Motivational Techniques

While observing the classes of English teachers they used many motivational techniques to motivate the differently abled children. In my observation, I found the following used motivational technique used by English teachers to motivate differently abled children.

**Table 1**  
**Analysis and Interpretation of Teacher Motivational Techniques on the Basis of Class Observation**

| Teachers | Day | Motivational Techniques                                    |
|----------|-----|--|
| A        | 1st | Greeting, respond, audio video                             |
|          | 2nd | Audio video, respond, greeting, story telling              |
|          | 3rd | Greeting, respond, singing and dancing                     |
| B        | 1st | Greeting, respond, group work                              |
|          | 2nd | Storytelling, greeting, contextual teaching                |
|          | 3rd | Contextual teaching, respond, greeting, story telling      |
| C        | 1st | Group work, respond, greeting , language game              |
|          | 2nd | Group work, respond, greeting , contextual teaching        |
|          | 3rd | Greeting, respond , chart and picture, singing and dancing |
| D        | 1st | Greeting, respond, language game, group work               |
|          | 2nd | Greeting, respond, group work, singing and dancing,        |
|          | 3rd | Greeting, respond, language game in groups                 |
| E        | 1st | Storytelling, contextual teaching greeting                 |
|          | 2nd | Picture, contextual teaching, greeting , language game     |
|          | 3rd | Group work, respond, greeting, picture                     |
| F        | 1st | Audio and video, picture, respond, greeting                |
|          | 2nd | Picture, singing, greeting                                 |
|          | 3rd | Audio and video, singing and dancing, greeting             |
| G        | 1st | Contextual teaching, greeting respond, story telling       |
|          | 2nd | Contextual teaching, respond greeting                      |
|          | 3rd | Storytelling, greeting language game                       |
| H        | 1st | Group work, respond, greeting, singing and dancing         |
|          | 2nd | Storytelling, respond, greeting , singing and dancing      |
|          | 3rd | Picture, storytelling, respond greeting                    |

|   |     |  |
|---|-----|--|
| I | 1st | Group work, respond , greeting                         |
|   | 2nd | Storytelling, contextual teaching greeting, respond    |
|   | 3rd | Picture, storytelling, greeting, contextual teaching   |
| J | 1st | Language game, singing and dancing, respond, greeting, |
|   | 2nd | Language game. Audio and video, respond , greeting     |
|   | 3rd | Storytelling, contextual teaching, respond, greeting   |

During the observation I observed all total thirty classes of ELT teachers. First of all, I observed Teacher A, when he entered in the class learners greeted him and vice versa. After that he tried to motivate the learners talking about the local events about five minutes. Then he moved to the topic by using audio and video. The same activates were repeated in the second day and in his third day he listened also the students' response.

In the class observation of Teacher B, when he entered in the class learner greeted him and vice versa. Then he started his lesson by dividing the whole class into different groups. He assigned different task to each group and evaluated students. On the second day he motivated the learners by telling story. Then he taught by providing different types of context based examples. On the third day he repeated same activities.

Teacher C entered the classroom and learners greeted him. Then he divided the whole class into different groups and made them to play language game. On the day, he taught by providing different context based examples. Next day he tried to motivate the learners using chart and pictures. After that he involved learners in singing and dancing.

In the observation of Teacher D, when she entered the class learners greeted her. After that she divided the whole class into different groups and made them to play language games. On her second day, she taught involving the learners in singing and dancing. On the third day she repeated the activities as done on the first day of the observation.

Teacher E entered the classroom learners greeted the teacher and vice versa. Then she tried to motivate the students by telling jokes. After that she taught them providing different local based examples. On the second day, she taught using providing contextual examples and involving them in language games. On the third day, she taught dividing the students in different groups and using pictures.

In the observation of Teacher F, he entered in the class and students greeted the teacher. Then he taught using audio video materials and pictures. He also responded to the learners when they asked questions. On the second day he taught using pictures and involved the learners in singing. On the third day he taught using audio video and involving the students in singing and dancing.

Teacher G, when he entered in the classroom learner greeted him and vice versa. He tried to motivate the learners by telling jokes in the beginning. Then he taught providing different types of context based examples and making them laugh. On the second day he taught by using same activities. On the third day he divided the whole class into different groups and made them to play language game.

In the observation of Teacher H when she entered in the class learners greeted her. Then she divided the whole class into different groups and involved them singing and dancing. On the second day she repeated same activities. On the third day, she taught using picture and telling story.

In the observation of teacher I, when he entered in the class, learners greeted him. Then he tried to motivate the learners by telling jokes. After that, he divided the whole class into different groups and provided them different task. He also responded to the students. On the second day he taught providing context based examples and telling stories. On the third days, he taught repeated same activities.

In the discussion of teacher J, when he entered in the class learner greeted him. Then he taught involving the learners in singing and dancing. On the second

day he taught using audio and video. On the third day he taught by telling story and providing context based examples.

The above mentioned motivational techniques are presented in percentage as follows.

**Table 2**  
**Percentage of Motivational Techniques**

| <b>Techniques</b>   | <b>Frequencies</b> | <b>Percentages (%)</b> |
|---------------------|--------------------|------------------------|
| Greeting            | 30                 | 100                    |
| Respond             | 22                 | 66                     |
| Audio and video     | 5                  | 16                     |
| Picture and Chart   | 7                  | 23                     |
| Group work          | 9                  | 30                     |
| Language game       | 7                  | 23                     |
| Singing and dancing | 8                  | 26                     |
| Contextual teaching | 10                 | 33                     |
| Story telling       | 11                 | 36                     |

The above table showed that teachers used different motivational techniques to motivate differently abled learners. The data were analyzed and interpreted on the basis of thirty days class observation. The data showed that all teachers greeted their learners frequently. Respond technique was used 22 times (66%). Similarly, audio and video was used five times (16%), group work nine times (30%), language game seven times (23%), singing and dancing eight times (26%), pictures and charts seven times (23%), contextual teaching ten times (33%), and storytelling was used eleven times (36%).

It is interpreted that greeting, responding were frequently used motivational technique to motivate differently abled learners and audio and video, group

work, language game, picture and chart, contextual teaching and storytelling were less used motivational techniques.

#### **4.1.1.2 Analysis and Interpretation Related to Challenges Faced by Teachers to Motivate Differently Abled Students**

While observing the classes of English teachers, they used many motivational techniques to motivate the differently abled children. In my observation, I found the following challenges faced by English teachers to motivate differently abled children.

**Table 3**  
**Analysis and Interpretation of Challenges on the Basis of Class Observation**

| <b>Teachers</b> | <b>Day</b> | <b>Challenges</b>  |
|-----------------|------------|--|
| A               | 1st        | -classroom participation -individual feedback<br>-encouraging -inappropriate environment                       |
|                 | 2nd        | - classroom participation -individual feedback<br>-encouraging -inappropriate environment                      |
|                 | 3rd        | -teaching materials -individual feedback<br>-classroom environment   |
| B               | 1st        | -teaching materials -encouraging<br>-individual feedback   |
|                 | 2nd        | -individual feedback -teaching material<br>-classroom participation -encouraging                               |
|                 | 3rd        | -teaching material -individual feedback<br>-encouraging -classroom participation<br>-inappropriate environment |
| C               | 1st        | -teaching material -individual feedback<br>-encouraging -inappropriate environment                             |
|                 | 2nd        | -teaching material -individual feedback<br>-encouraging -inappropriate environment                             |
|                 | 3rd        | -classroom participation -encouraging<br>-individual feedback -inappropriate environment                       |

|   |     |   |  |
|---|-----|---|--|
| D | 1st | -teaching materials<br>-inappropriate environment                         | -individual feedback                               |
|   | 2nd | -teaching materials<br>-individual feedback                               | -encouraging                                       |
|   | 3rd | -teaching materials<br>-individual feedback                               | -encouraging<br>-inappropriate environment         |
| E | 1st | -teaching materials<br>-individual feedback                               | -encouraging<br>-classroom participation           |
|   | 2nd | -classroom participation<br>-inappropriate environment                    | -individual feedback                               |
|   | 3rd | -teaching materials<br>-encouraging                                       | -individual feedback<br>-inappropriate environment |
| F | 1st | -classroom participation<br>-individual feedback                          | -encouraging<br>-inappropriate environment         |
|   | 2nd | -individual feedback<br>-inappropriate environment                        | -Encouraging                                       |
|   | 3rd | -individual feedback<br>-inappropriate environment                        | -Encouraging                                       |
| G | 1st | -individual feedback<br>-teaching materials<br>-inappropriate environment | -encouraging<br>-classroom participation           |
|   | 2nd | -teaching materials<br>-encouraging<br>-inappropriate environment         | -individual feedback<br>-classroom participation   |
|   | 3rd | -teaching materials<br>-encouraging                                       | -individual feedback                               |
| H | 1st | -teaching material<br>-individual feedback                                | -encouraging<br>-inappropriate environment         |
|   | 2nd | -teaching materials<br>-encouraging<br>-inappropriate environment         | -classroom participation<br>-individual feedback   |
|   | 3rd | -classroom participation<br>-encouraging                                  | -individual feedback<br>-inappropriate environment |
| I | 1st | -teaching materials<br>-encouraging                                       | -individual feedback<br>-inappropriate environment |
|   | 2nd | -teaching materials<br>-encouraging<br>-inappropriate environment         | -individual feedback<br>-classroom participation   |
|   | 3rd | -classroom participation<br>-encouraging                                  | -individual feedback<br>-inappropriate environment |

|   |     |   |  |
|---|-----|---|--|
| J | 1st | -teaching materials<br>-individual feedback<br>environment        | -encouraging<br>-inappropriate                     |
|   | 2nd | -classroom participation<br>-encouraging                          | -individual feedback<br>-inappropriate environment |
|   | 3rd | -teaching materials<br>-encouraging<br>-inappropriate environment | -individual feedback<br>-classroom participation   |

During the observation session, I observed all total thirty classes of ELT teachers. First of all I observed Teacher A. I found less classroom participation, individual feedback, teaching materials and personal encouragement. In the observation of Teacher B, I found there was less classroom participation, less use of teaching materials, individual feedback and encouragement. In the observation of Teacher C I found challenges of teaching materials, individual feedback, encouragement, classroom participation. In the observation of Teacher D, I found challenges of teaching materials, individual feedback, and encouragement. Teacher E faced the challenges of teaching materials, encouragement, individual feedback, classroom participation. In the observation of Teacher F had challenges with classroom participation, individual feedback, infrastructure. Teacher G had faced the challenges in individual feedback, encouragement, teaching materials classroom participation and infrastructure. In the observation of Teacher H, I and J, I found challenges in teaching materials, personal encouragement, individual feedback, classroom participation, and infrastructure.

The above mentioned motivational challenges are presented in percentage as follows in the next page.

**Table 4**  
**Percentage of Motivation and Challenges**

| <b>Challenges</b>         | <b>Frequencies</b> | <b>Percentages (%)</b> |
|---------------------------|--------------------|------------------------|
| Classroom participation   | 16                 | 53                     |
| Individual feedback       | 27                 | 90                     |
| Teaching materials        | 18                 | 60                     |
| Encouraging               | 27                 | 90                     |
| Inappropriate environment | 26                 | 86                     |

The above tables showed that teachers used different motivational techniques to motivate differently abled learners. The data were analyzed and interpreted on the basis of thirty days class observation. They faced some challenges to motivate the differently abled children. Classroom participation was one of the challenges that were occurred sixteen times (53%) in the observation.

Individual feedback was faced twenty seven times (90%), teaching material eighteen times (60%), encouraging twenty seven times (90%) and inappropriate environment was faced twenty times (86%) in the thirty days class observation.

It is interpreted that greeting, responding were frequently used motivational technique to motivate differently abled learners and audio and video, group work, language game, picture and chart, contextual teaching and storytelling were less used motivational techniques. While motivating the differently abled learners, teachers felt difficulty mainly to encourage students, to provide individual feedback, to participate learners in the class. They also had challenges of teaching materials and inappropriate environment.

## 4.1.2 Analysis of Data and Interpretation of Results in terms of Close Ended Questions

To explore motivational techniques for motivating differently abled children and their challenges, close ended questions were asked to the teachers. Being based on their responses motivational techniques and challenges were analyzed and interpreted in this section.

### 4.1.2.1 Analysis and Interpretation Related to Motivational Techniques for Motivating Differently Abled Children

The data were analyzed on the basis of questionnaire filled by the teachers; it is the analysis of close ended questions. The motivational techniques and challenges faced them were presented in those questions. The following table mentions these techniques and challenges.

**Table 5**  
**Analysis of Teacher's Motivational Techniques on the Basis of Close Ended Questions**

| Techniques            | Responses of Teachers |     |           |    |        |    |       |   |
|-----------------------|-----------------------|-----|-----------|----|--------|----|-------|---|
|                       | Frequently            |     | Sometimes |    | Rarely |    | Never |   |
|                       | F                     | %   | F         | %  | F      | %  | F     | % |
| Greeting              | 9                     | 90  | 1         | 10 | -      | -  | -     | - |
| Revision              | 7                     | 70  | 3         | 30 | -      | -  | -     | - |
| Telling Jokes         | 3                     | 30  | 7         | 70 | -      | -  | -     | - |
| Singing               | 4                     | 40  | 6         | 60 | -      | -  | -     | - |
| Language Game         | 4                     | 40  | 5         | 50 | 1      | 10 | -     | - |
| Recall                | 8                     | 80  | 2         | 20 | -      | -  | -     | - |
| Respond               | 10                    | 100 | -         | -  | -      | -  | -     | - |
| Behavior Modification | 5                     | 50  | 3         | 30 | 2      | 20 | -     | - |
| Natural Resource      | 9                     | 90  | 1         | 10 | -      | -  | -     | - |
| Dispelling            | 6                     | 60  | 4         | 40 | -      | -  | -     | - |

The above table shows the motivational techniques used by English teachers to motivate differently abled learners. Ninety percentages frequently greeted their students and ten percentages sometimes. Seven teachers (70%) frequently revised previous lesson and three teachers (30 %) sometimes. Similarly, three teachers (30 %) frequently told jokes and seven teachers (70 %) sometimes. Four teachers (40%) frequently used language games but five teachers (50%) sometimes and a teacher (10%) rarely. Eight teachers (80%) frequently recalled taught items and two teachers (20%) sometimes. Ten teachers (100%) responded their learners. Five teachers (50%) frequently used behavior modification techniques, three teachers (30%) sometimes and two teachers (20 %) rarely. Nine teachers used natural resource approach and a teacher (10 %) sometimes. Six teachers (60 %) frequently used dispelling the learning disability and four teachers (40%) sometimes.

In the challenging part five teachers (50%) frequently faced teaching aid related challenges and 50% sometimes. All teachers (100%) faced problem to provide individual feedback and to encourage their learners. There was challenge for nine teachers (90%) to participate in the class and 10% sometimes.

From this analysis it is interpreted that greeting, revised previous lesson, recall taught item, natural resource approach and respond are most effective techniques to motivate differently abled learners because more than 70% teachers frequently used those techniques. Similarly, the behavior modification techniques, dispelling the learning disabilities, telling jokes and language games were less used techniques. There were challenges to provide individual feedback, to participate in the classroom participation and to encourage the differently abled children.

#### 4.1.2.2 Analysis and Interpretation Related to Challenges Faced by Teachers to Motivate Differently Abled Students

The data were analyzed on the basis of questionnaire filled by the teachers; it is the analysis of close ended questions. The motivational techniques and challenges faced them were presented in those questions. The following table mentions these techniques and challenges.

**Table 6**  
**Analysis of Teacher’s Motivational Techniques on the Basis of Close Ended Questions**

| Challenges              | Teacher’s Response |     |           |    |        |   |       |   |
|-------------------------|--------------------|-----|-----------|----|--------|---|-------|---|
|                         | Frequently         |     | Sometimes |    | Rarely |   | Never |   |
|                         | F                  | %   | F         | %  | F      | % | F     | % |
| Using Teaching Aids     | 5                  | 50  | 5         | 50 | -      | - | -     | - |
| Individual Feedback     | 10                 | 100 | -         | -  | -      | - | -     | - |
| Encouragement           | 10                 | 100 | -         | -  | -      | - | -     | - |
| Classroom Participation | 9                  | 90  | 1         | 10 | -      | - | -     | - |

#### 4.1.3 Analysis of Data and Interpretation of Results in terms of Open Ended Questions

In the research only close ended questions lead the findings because respondent’s original views cannot be taken. So that I used also open ended questions for more detail information from the teachers. In this section the data were analyzed being based on the open ended questions.

### **4.1.3.1 Analysis and Interpretation Related to Motivational Techniques for Motivating Differently Abled Children**

There were altogether eleven open ended questions which tried to find out teachers responses about different motivational techniques and challenges that were set considered as the objectives. The data were analyzed on the basis of questionnaire filled up by teachers. This is the analysis of open ended questions. From the open ended questions following techniques were analyzed.

#### *Warming Up*

The researchers asked first question to find out whether the teachers practice any warm up activities or not. By analyzing their views majority of the teachers used greeting to warm up the students.

#### *Arousing Interest*

The researcher asked second question to know different ways to arouse the interest to the students in ELT classroom. The teachers arouse the interest of the students in ELT classroom using different motivational techniques such as telling jokes, asking questions, praising and using different types of teaching aids.

#### *Preferabled Techniques*

The third question was asked to find out the motivational techniques preferred by particular teachers. Some teachers prefer telling story, presenting sufficient examples and encouraging students.

#### *Suggested Techniques*

Fourth question was asked to find out their suggestions to create better motivation. Different teachers suggest different techniques such as telling jokes, using different games, group works, pair works, group discussion and encouraging.

### **4.1.3.2 Analysis and Interpretation Related to Challenges Faced by Teachers to Motivate Differently Abled Students**

#### *Pressure to Motivate*

The first question was asked to find out whether teachers motivate the learners with pressure or not. Majority of teachers do not motivate their learners with pressure. Some teachers sometimes force to learn their learners.

#### *Mostly occurring problems to motivate*

The second question was asked to find out problems occur while teaching differently abled. The major problem were most of the learners quarrel after teasing each other, problem related with the sign language, infrastructure teaching materials and blind and deaf children are taught together with normal children.

#### *Time to Motivate Students*

The third question was asked to find out whether teachers motivate students only in the beginning or keep them throughout the session. Majority of t5he teachers motivate their learners throughout the session.

#### *Causes of Maladaptive Behaviors*

Question four was asked to find out the causes of unacceptable behaviors. The majority of learners saw unacceptable behaviors due to unsuitable environment and bad company.

#### *Breaking the Negative Cycle*

The question fifth was asked to find out the techniques of breaking the negative cycle of differently abled learners. The majority of teachers personally encourage them.

# CHAPTER FIVE

## FINDINGS, CONCLUSION AND RECOMMENDATIONS

### 5.1 Findings

Findings were derived based on the observation, close ended questions and open ended questions as follows.

#### 5.1.1 Findings Based on the Observation Diary

After analysis and interpretation of the observation diary following findings are derived.

##### *Motivational techniques*

- ) All the teachers greeted their students frequently in the class to motivate the learners.
- ) Similarly, EFL teachers used respond, audio and video, language games, group works, singing and dancing, contextual teaching and story telling techniques to motivate differently abled learners.

##### *Challenges*

- ) They faced challenges of classroom participation, individual feedback, teaching aids, inappropriate environment to motivate the differently abled children.
- ) They also faced the challenges of infrastructure and classroom management.

### **5.1.2 Findings Based on the Close Ended Questions**

After analysis and interpretation of the close ended questions following findings are derived:

#### *Motivational Techniques*

- ) Greeting, revision, telling jokes, singing, language games, recalls, respond, behavior modification, natural resources and dispelling techniques were used to motivate differently abled learners.

#### *Challenges*

- ) EFL teachers faced challenges of teaching aids, individual feedback, and classroom participation to motivate differently abled learners.

### **5.1.3 Findings Based on the Open Ended Questions**

After analysis and interpretation of the open ended questions following findings are derived:

#### *Motivational Techniques*

- ) EFL teachers preferred to warm up the students, to tell stories, to encourage, to tell jokes, to participate them in different activities and games for motivating the differently abled learners.

#### *Challenges*

- ) They faced challenges in using infrastructure, sign language, in teaching aids. They also noticed maladaptive and unexpected behaviors in the classroom.

## **5.2 Conclusion**

On the basis of the rigorous analysis and interpretation of the data, it can be concluded that teachers use different motivational techniques to motivate differently abled learners although there are many challenges. EFL teachers

used greeting, respond, audio and video, picture and chart, group work, language game, singing and dancing, contextual teaching, story telling, revision, recall, behavior modification, natural resources, dispelling and warm up techniques to motivate differently abled learners in EFL classroom. There are some similarities and some differences between the motivation techniques for normal and disabled learners such as audio and video and encouragement techniques must for primary level disabled learners. Furthermore, teachers pay attention individually on each disabled learner but they do not pay attention individually on normal learners. Other techniques such as picture, chart ,singing and dancing and language are used for both normal and disabled learners.

On the other hand, they faced challenges in classroom participation, individual feedback, teaching materials, encouraging, inappropriate environment and teaching aids for motivating the differently abled learners. There are also some of the challenges regarding with teaching materials, infrastructure, student centered techniques, contextual teaching, teacher training, reward and punishment, individual teaching and learning strategy classroom participation etc. Thus, it can be said that teachers use different motivational techniques to motivate differently abled learners although there are many challenges.

### **5.3 Recommendations**

This research was conducted for the partial fulfillment of master study. So there are many limitations on this study especially in terms of resources and area covered. Therefore, its implications may not cover a wide range and it may not have a wide applicability. The research also conducted in Kathmandu valley and the regarding facilities, accessibility and availability of materials are different. Hence, the finding of this research may not be applicable for the whole nation as a whole. However, the finding do not have implication for policy, practice as well as further research.

### **5.3.1 Policy Related**

- ) Student centered techniques highly motivate differently abled learners. Therefore teachers should be given special kind of training and curriculum should be designed in that way.
- ) Teaching strategy must be differ for differently abled learners in terms of normal learners. That's why policy should be considered it.
- ) Teaching materials play vital role to highly motivate disabled learners. So, policy should be considered for well management of teaching materials.
- ) Similarly, policy makers and curriculum designers should analyze learner's motivational techniques to make teaching learning process more effective.
- ) Different kinds of disabled children cannot teach together. That's why separate classroom, teachers and teaching materials are needed for them. That's why these should be considered in policy.

### **5.3.2. Practice Related**

- ) Student centered techniques are more effective to motivate disabled learners. When students are engaged in group work, pair work and group discussion, they are well motivated. So school administration should focus on student centered techniques
- ) Similarly, teaching materials play vital role for effective teaching and learning. That's why administration should focus on well management of teaching materials.
- ) Administration should focus on teaching learning strategies that should differ from normal school.

### **5.3.3. Further Research Related**

- ) This study was conducted only in the Kathmandu valley. That is why finding may not be applicable in the broad area because motivational

techniques at primary, lower secondary and secondary level of Kathmandu valley may differ from the motivational techniques of other areas. So this research can also be counted in those areas.

) The population of the study was only ten teachers from four schools. Thus to make more effective study on the teacher's motivational techniques. Further study can be conducted in other area.

) Teacher's motivational techniques are very important factor in teaching learning process. So it should be followed as a major subject of the study in future.

## REFERENCES

- Bhandari, B. M. (2007). *A text book of ELT theories and methods*. Kathmandu: Vithyarthi Prakashan Pvt. Ltd.
- Bhattra, R. K. (2009). *Teachers' perception of motivation in teaching English*. An unpublished M. Ed thesis, T. U., Kirtipur.
- Brown, H. D. (1994). *Principles of language learning in teaching*. London: Prentice Hall.
- Cohen, L., Manion, L. & Morrison, K. (2010). *Research methods in Education* (6<sup>th</sup> ed.). London: Routledge.
- Ellis, R. (1987). *Understanding second language acquisition*. London: OUP.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitude and motivations in second language learning*. Rowley: Newbury House Publishers.
- Government of Nepal, (2006). National Curriculum Framework (NCF).  
Author: Kathmandu.
- Gyanwali, H. B. (2007). *English teachers' motivational techniques: a case for selected public schools in Dang*. An unpublished M. Ed thesis, T. U., Kirtipur.
- Harmer, J. (1991). *The practice English language*. London. Longman
- Hekhusan, H. (1991). *Motivation and action*. New York: Springer.
- Hudson, G. (2000). *Essential introductory linguistics*. New York: Blackwell.
- Khaniya, T. R. (2007). *New horizons in education Nepal*. Kathmandu: Kishor Khaniya.
- Kost, A.L. (2003). *Motivation and foreign language teaching- strategies for motivation*. Munich: Grin Publishing Gmbal.
- Kelly, W. A. (1946). *Educational psychology*. Milwaukee: The Bruca Publishing Company.
- Lamichane, K. (2008). *The attitude of disabled students towards the English language*. An unpublished M. Ed thesis, T. U., Kirtipur.
- Lawrence, J. & Edge, D. (1997). Increasing motivation in students with learning disabilities. Retrived from <http://www.info/id.htm>.

- Lepper, M. (1988). *Cognition and instruction; motivational considerations in the study of instruction*. Retrived from [www.utexas.edu/student/utlc](http://www.utexas.edu/student/utlc).
- Mahara, K. K. (2015). *Motivation of higher secondary level students towards learning English*. An unpublished M. Ed thesis , T. U., Kirtipur.
- Morgan, T. C. (1978). *A brief introduction to psychology* . New Delhi: Tata Mc Grawhill Publishing Co. Ltd.
- Neupane, R. (2013). *Motivation of secondary level teachers towards teaching English*. An unpublished thesis, T.U., Kirtipur.
- Nunan, D. (2010). *Research methodology in language learning*. Cambridge: CUP.
- Picard, D. (2014). Teaching students with disabilities. Retrieved on 17 March, 2017 from <https://cft.vanderbilt.edu/disabilities/>
- Sapkota, A. (2014). Socio- economic upliftment through English language in Nepal. *Solukhumbhu Multiple Campus Research Journal*, 1(1), 154-160.
- Singh, A. B. (2008). *Role of motivation in the English language proficiency*. An unpublished M. Ed thesis, T. U. , Kirtipur.
- Ur, P. (1996). *A course in language teaching: practice and theory*. Cambridge: CUP.
- Wang, B. (2009). Motivation and language learning. *Journal of CCSE*, 5(1).

## Participant Information Statement

Dear Participants,

I would like to invite you to take part in a research entitled 'Motivation Techniques Used to Teach English for Differently Able Learners' which aims to identify motivation techniques used by ELT teachers and their challenges to motivate differently able children. Your participation will be helpful in making an informed decision. This study is being carried out by Sailendra Kumar Shah for the fulfillment of the master's degree at TU. This study will take place under the supervision of **Mr. Resham Acharya**, Teaching Assistant.

This study involves questionnaire and class observation as the research tools. Three classes of each teacher will be observed without making any disturbance in teaching. Participation in this study is completely voluntary. The finding of this study will be informed you that might be helpful for improving teaching learning activities. If you have any queries, you can talk me any time or supervisor or your principal.

You can keep this document with you.

Thank you for kind cooperation.

Researcher

Sailendra Kumar Sah

Tribhuvan University

Department of English Education

Kirtipur, Kathmandu

## Participant Consent Form

### Participant's Understanding

- ) I read and understood the purpose of this study and value of my participation.
- ) I agree to participate in this study. I understand it will be submitted in partial fulfillment of the requirement for the master's degree of education at Tribhuvan University.
- ) I understand that my participation is voluntary.
- ) I understand that all data collected will be limited to this use or other research related usage as authorized by Tribhuvan University.
- ) I understand that I will not be identified by name in the final product.
- ) I am aware that all records will be kept confidential in the secure possession of the researcher.
- ) I acknowledge that the contact information of the researcher and his advisor have been made available to me along with a duplicate of this consent form.
- ) I understand that the data I will provide will not be used to evaluate my performance any way.
- ) I understand that I may withdraw from the study at any time with no adverse repercussions.

Name of participant: .....

Signature: .....

Date: .....

## APPENDIX

### Questionnaire for Teachers

Dear participants,

These questionnaires for teachers have been prepared to collect data for the research work entitled “Motivational Techniques Used to Teach English for Differently Abled Learners” which is carried under the guidance of **Mr. Resham Acharya**, Assistant Lecture, Central Department of English Education, faculty of Education, T. U., Kirtipur, Kathmandu. The researcher hopes that you will co operate with him to fill up these questionnaires by taking part and provide the data for his research study which will be valuable contribution ti accomplishing this research work.

Name: .....

Name of School: .....

Experience: ... ..

**A. Tick the best answer**

1. How often do you greet your students?  
a. Frequently            b. sometime            c. rarely            d. never
2. How often do you revise your previous lesson when you start new one?  
a. Frequently            b. sometime            c. rarely            d. never
3. How often do you tell jokes?  
a. Frequently            b. sometime            c. rarely            d. never
4. How often do you sing songs?  
a. Frequently            b. sometime            c. rarely            d. never
5. How often do you use language games?  
a. Frequently            b. sometime            c. rarely            d. never
6. How often do you make them recall the taught items?  
a. Frequently            b. sometime            c. rarely            d. never
7. How often do you respond to your differently able learners?  
a. Frequently            b. sometime            c. rarely            d. never
8. How often do you use teaching aid?  
a. Frequently            b. sometime            c. rarely            d. never
9. How often do you use behavior modification techniques (reward and punishment)?  
a. Frequently            b. sometime            c. rarely            d. never
10. How often do you motivate your students using natural resource approach (context based learning)?  
a. Frequently            b. sometime            c. rarely            d. never

11. How often do you use the technique dispelling the learning disability stereotype (to seek specific learning disability of particular students)?
- a. Frequently      b. sometime      c. rarely      d. never
12. How often do you provide individual feedback to the differently able learners?
- a. Frequently      b. sometime      c. rarely      d. never
13. How often do you encourage differently able children?
- a. Frequently      b. sometime      c. rarely      d. never
14. How often do you participate them in the classroom activities?
- a. Frequently      b. sometime      c. rarely      d. never

**B. Answer these questions.**

a. Do you practice any warm up activities? *If yes, mention, if not why?*

.....

.....

.....

b. What different ways that you find more useful in ELT classroom to arouse interest of students?

.....

.....

.....

c. What type of motivation techniques do you prefer in classroom to motivate differently able learners?

.....

.....

.....

d. What problems do you have while teaching English to differently able learners? List them out.

.....  
.....  
.....

e. Have you ever motivated students with pressure? If Yes why?

.....  
.....  
.....

f. Do motivate the students only in the beginning or keep them motivated throughout the session?

.....  
.....  
.....

g. Do you have any suggestion for creating better motivation in our context? List out them?

.....  
.....  
.....

h. What can be the causes of maladaptive behaviors (unacceptable or disruptive behaviors) of students in the classroom?

.....  
.....  
.....

i. What do you do when learners develop pessimistic attitude towards learning?

.....  
.....  
.....  
.....

j. How do you motivate differently learners when they are unwilling to approach new task?

.....  
.....  
.....

k. How do you break the negative cycle of differently able learners (shock, denial, and anger stages of parental grief)?

.....  
.....  
.....